

THE  
**Connecticut Common School Journal,**  
AND  
**ANNALS OF EDUCATION.**

**EDITED BY RESIDENT EDITOR.**

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**VOL. XI. NEW BRITAIN, DECEMBER, 1863. No. 11.**

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**STATE TEACHERS' ASSOCIATION.**

THE seventeenth annual meeting of this Organization was held at Rockville, on the 29th and 30th of October.

The Association was called to order by the President, A. Morse, Esq., at 7 o'clock, on the evening of the 29th, and the divine blessing invoked by Rev. Mr. Walker,—after which the Rev. Mr. Clapp, in behalf of the Board of Education and citizens of Rockville, in a brief and felicitous speech, bade the teachers of Connecticut a cordial welcome to Rockville,—assuring them of a deep interest in the work which had called them together. The President made an appropriate response, and then called upon Prof. Camp, State Superintendent of Schools, who made a brief and eloquent address. J. N. Bartlett, Esq. of the New Britain High School was introduced as the lecturer of the evening. His subject was "The Influence of School Life upon the Character of the Scholar." This lecture was received with great favor by a large and appreciating audience. It was replete with good thoughts, well expressed, and tended to give one a higher and more ennobling view of the teacher's work.

Mr. W. W. Dowd of Danbury, followed the lecture with a few interesting remarks in relation to the extent of the teacher's influence over his pupils out of school,—contending that the faithful teacher would aim to benefit his pupils outside of the school room as well as within.

The following Committees were appointed by the Chair,—after which the Association adjourned:

E. RIPLEY,	}	<i>Committee on Com. Sch. Journal.</i>
GEO. F. PHELPS,		
F. F. BARROWS,		
PORTER B. PECK,		
W. W. DOWD,		
CHAS. NORTHEND,	}	<i>Com. on Nomination of Officers.</i>
W. W. DOWD,		
CHAS. H. WRIGHT,		
J. M. TURNER,		
N. C. POND,		
A. NORTON LEWIS,	}	<i>Com. on Resolutions.</i>
J. C. HOWARD,		
B. B. WHITTEMORE,		
H. F. PRATT,	}	<i>Com. on Teachers and Teachers' Places.</i>
J. B. JENNINGS,		

On Friday, at 9 o'clock A. M., the Association met, and prayer was offered [by Prof. Ripley. After the appointment of one or two committees, the following subject was discussed,—“The Bible and Religious Education in Schools.” Messrs. Lewis of Waterbury, Turner of Rockville, Allen of Willimantic, Howard of Meriden, Bartlett and Camp of New Britain, and Rev. Mr. Lovejoy of Rockville, participated, and the discussion was conducted with ability and spirit,—and though at times there was a seeming discrepancy of views, we believe the general feeling was expressed by the Hon. D. N. Camp, who being called upon by the Chair, said in substance, as follows:—

“The topic before the Association is one of vital interest. No one will question the importance of moral and religious education, or the statement that this education must be founded on the principles of the Bible. We love that sacred book; we need its teachings, and we would have its influence felt upon every school. There seems to be no disa-

greement by the speakers upon this point. All also agree in recommending that the teacher read from this book in conducting the devotional exercises of the school. The question at issue seems to be, whether, in case there are children in the school who have parents opposed, from religious scruples, to their reading from the Bible, such children should be *compelled* to read from this book. So long as a uniform practice of scripture reading may be secured by kindness, and no serious objection is raised, either by the child or parent, it may be well. But if the child or parent objects as a matter of conscience, or in consequence of the rules of his church, we believe it to be best that no compulsion should be used. The common schools should be Christian, but not sectarian schools. Kindness and forbearance should be exercised towards those of different religious beliefs. The platform of admission to these schools should be broad and include no religious or political test. We desire that all, of all creeds and nationalities, receive the blessings these schools may give. We would, therefore, recommend the fullest freedom in this matter, and that teachers and school officers treat charitably the opinions and requests of strangers and foreigners who with different religious beliefs would educate their children in the Common School."

The Committee on the Journal recommended that a special committee be appointed, with discretionary power, to make arrangements for the continued publication of the Journal, and the following gentlemen were appointed:—

- F. F. Barrows of Hartford.
- J. W. Allen of Norwich.
- A. Norton Lewis of Waterbury.
- J. N. Bartlett of New Britain.
- George F. Phelps of New Haven.

The question, "To what extent should teachers render assistance to their pupils," was discussed by Messrs. Fillow of Hartford, Allen of Willimantic, Wright of Birmingham, Buckham of New Britain, and Lewis of Waterbury. The discussion was well sustained, and the general feeling was that there was quite as much danger from excess of aid as from deficiency.

Friday P. M., 2 o'clock. The report of the Treasurer was read and accepted.

Mr. Northend, from the Committee on Nomination of Officers, reported the following list of officers for the year ensuing, and all were elected :

A. Morse, Hartford, *President.*

J. N. Bartlett, New Britain,  
Geo. F. Phelps, New Haven,  
W. L. Marsh, New London,  
Porter B. Peck, N. Windham,  
A. Norton Lewis, Waterbury,  
J. M. Turner, Rockville,  
W. W. Dowd, Danbury,  
C. H. Wright, Birmingham,

*Vice-Presidents.*

H. B. Buckingham, New Britain, *Rec. Secretary.*

J. C. Howard, Meriden, *Cor. Secretary.*

C. Harris, Hartford, *Treasurer.*

At 2.30, B. B. Whittemore, Esq. of Norwich, gave a practical and sensible lecture on Elocution and Reading,—illustrating the same with a few recitations. He pointed out some of the common errors and made several valuable suggestions.

Friday evening. The closing exercises of the Association were held [in the First Congregational Church, which was well filled. The subject of Spelling was discussed for about 30 minutes, by Messrs. Northend, Allen and Turner,—after which brief addresses were made by Rev. Messrs. Walker and Clapp, Hon. Dwight Loomis, E. B. Preston and E. Bill, Esq. of Rockville, Bartlett and Northend of New Britain, and Johnson of Greeneville.

The Association was favored with excellent music by the Rockville Choir, which added much to the interest of the occasion.

The meeting, as a whole, was one of unusual interest and profit. The discussions all had a practical bearing and were conducted with ability and in good spirit. The programme of exercises was well arranged, and President Morse well performed his duties. The utmost harmony characterized the session, and we believe all went to their respective homes

feeling that they had attended a pleasant and profitable meeting. The attendance was very large. Letters were received from Messrs. Jennings of New London, Smith of Norwich Free Academy, Strong of Bridgeport, Curtis of Hartford, and others, expressive of their interest in the objects of the meeting, and regretting their inability to be present.

The following resolutions were offered by Mr. Lewis, Chairman of the Committee on Resolutions, and unanimously passed, after which the Association united in singing "America," and adjourned.

**RESOLVED,**

That for the pleasures and benefits of the happy re-union at our annual meeting, our thanks are especially due:—

1. For the *generous* and characteristic hospitality of the citizens of Rockville, who have opened their doors and *hearts*, and given a *home* welcome to the ladies who have graced the Association with their attendance.
2. For the eloquent words of welcome addressed to us by the Rev. Mr. Clapp, as representative of the Board of Education and citizens of Rockville.
3. For the unwearied efforts and polite attentions of Messrs. Turner, Preston and Harris, the committee of arrangements, in providing for the entertainment of ladies from abroad.
4. For the generous offer of their churches for our use, by the 1st and 2d Congregational societies.
5. For the excellent music with which we have been favored by the Choir of the First Cong. Church, and by which our exercises have been enlivened.
6. For the very able and instructive lectures with which Messrs. Bartlett of New Britain, and Whittemore of Norwich, have entertained us.
7. To Mr. Keeney of the Rockville House, and to the managers of the H. P. & Fishkill, N. H., H. & Springfield, Rockville Branch, New London and Northern and Norwalk Danbury Railroads, for liberal reduction of fares.

The Committee in closing, say:—

“ We can not feel that our duty will be performed without some reference to the sad event which has cast a sympathetic gloom over the members of this Association, as well as the entire community of which the lamented dead, Thos. Barrows, Esq.,\* was a valued and influential member. The sudden and terrible blow by which a loving wife was, in a moment, bereft of her earthly friend and protector, while hastening home from a distant city to assist in dispensing the rites of hospitality, calls for some expression of sympathy from this Association.

“ In a bereavement like this, words can not express the emotions of sympathy and condolence which thrill our hearts, at this closing hour, for the household now shrouded in mourning. We can only pray that all who are called to mourn by this most afflictive dispensation, may be enabled to bow with submission, recognizing with pious resignation the hand of Him who doeth all things well.”

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For the Common School Journal.

#### SOME OF THE ELEMENTS OF GOOD TEACHING.

(CONTINUED.)

SECOND. An appreciation of the precise place of each subject of study. One may have for its object the cultivation of the expressive faculties; another may be pursued with particular reference to the reasoning power; and a third may aim to store the mind with useful knowledge. Whatever may be the province of each, the really good teacher will regulate his attention to it by his estimate of its worth to the educated man, and he will not allow himself to be

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\* NOTE. Mr. Barrows was instantly killed by falling under the cars as he was about to leave the Boston and New York cars, in order to enter the cars for Rockville, on the first evening of the meeting. Several ladies of the Convention had been received into his family before the news of the sad accident reached the village.

satisfied with vague notions about it. To teach a subject well under the stimulus of an indefinite hope that any kind of study will educate the child's powers is impossible. *What* power will it educate? To what extent does a given faculty need the discipline of the school-room? To what mistakes will its neglect lead? What evil results will follow from its undue cultivation? At what points are errors likely to appear? How shall I know when and where to rest on one subject and to push the pupil harder on another? And how shall I make one subject play into another so that the final result may be symmetrical and a unit? There is much blind teaching of the blind; much earnest and honest work which is not intelligent, because it is not directed to those results which follow it legitimately but which can come in full power only when it is purposely so directed. Zeal which is not according to knowledge, is better, perhaps, than no zeal at all; but zeal born of a well arranged plan, each part of which fits into and supports the others is as much more worth as can well be imagined. For want of this intelligent appreciation of the place of any given subject, and so of subjects for each place to be filled, teachers become mere hobby-riders. They get a glimpse of some way of doing a particular work—a way which for its specific end may be admissible—and then elated with its success, or rather intoxicated by their own rigorous working of it, they assert that every thing can be done by the same engine, and so they come to look upon all who refuse to mount their hobby, or at least admire their riding of it, as "not possessed of the spirit of progress." We are sorry to say it, but there are no more inveterate and incurable riders of hobbies than teachers. They, more than any other class, remind us of the saying attributed to an insane person: "The difference between a horse and a hobby is, that the horse you can ride or not, as you please; the hobby you *must* ride whether you please or not." The fact is there is no universal method of teaching, no one panacea for ignorance. The mind must be subjected to a variety of cultivation, and bear a succession of crops, if it is to be brought into a productive state and kept so;

and to attempt its education, in the strict and yet broad sense of that term, by *any* one process is nonsense. Colburn's Arithmetic, and Analysis in any subject are important agents in education. But all of neither Arithmetic nor Grammar can be taught by them, and either Arithmetic or Grammar may "run mad" in the school of him who does not recognize the fact that education is a varied process and uses various instruments, each adapted to its own work and each unfit for any *except* its own work. It is well that schemes of study are prepared, as a general rule, by those whose view of education is broader than that of most who must carry out their schemes. The work may be done tolerably at least in detached parts by those who have no thought beyond their own part, so long as a presiding mind plans the whole. But how much better it would be if each could work as though the perfection of the whole depended on his individual efforts: if each teacher could look backward to see by what steps his pupil had been led to his present stage of progress, and could look forward to see by what steps he must be led on to perfection, so that his part might be a skillful joining of the two, and not an unwarranted something thrust in between them. A mechanician may make a piston, or a parallel, or a cylinder, and do his work well without knowing much about the engine into which it may enter as a part, but a machinist must understand the mechanism of *all* parts alike. So an *artizan*-teacher may teach spelling, and the names and location of rivers and mountain ranges, but the *artist*-teacher, beyond his ability to teach any separate branch as well as the other, has the higher power of joining all the parts of his work in his own thoughts and plans all the time the process is going on, and of putting them all together in the result to be achieved. He has also the power of adjusting their several relations, of balancing one by another, and of complementing each by the combined effect of all the rest. For example, how few teachers know what they propose to accomplish by the study of English Grammar. From the definition given in the book they have a notion of learning some-

how, "to speak and write the English language with propriety." But is this noble study simply a collection of rules for the regulation of one's speech and the correction of his mistakes? Is there nothing more educating in it than the rules of syntax which must not be violated on pain of the judgment of the prude who assigns the task of learning them, or than the classification of words which must not be enlarged or diminished on pain of the torments due to grammatical heresy? If this is all, we submit that Grammar might be taught by example quite as well as by precept, and that any other rules than those of syntax, and any other definitions than those of parts of speech would do quite as much toward "drawing out" the child's mind. Grammar is infinitely more and better than this; its place and value in a scheme of study we do not propose now to discuss, but we know from the manner in which we were taught it and in which we have seen it taught since, that some are still teaching it blindly, and others with no faith in any good results to follow. If it has no power to educate, then discard it, we say, at once; if it has, find what the power is, and use it so as to bring out that power and not so as to strip it of all value and all interest. And the same of any other subject.

It may be added that this view, if it is correct, is a strong argument for the thorough education of any teacher. He can not be a good teacher who knows just what he is required to teach, because then he can not know the exact value of the studies even in the limited range of the subjects he teaches.

And it may be said in conclusion, that if teachers looked at subjects in their places in schemes of study, they would be sure to teach *books* less and *subjects* more.

## NEVER GIVE UP.—A STORY FOR YOUTH.

“I can’t do it, father; indeed I can’t.” “Never say can’t, my son; it isn’t a good word.” “But I can’t, father. - And if I can’t, I can’t. I’ve tried and tried, and the answer won’t come out right.” “Suppose you try again, Edward,” said Mr. W—, the father of the disengaged boy. “There’s no use in it,” replied he. “What if you go to school to-morrow without the correct answer to this sum?” “I shall be put down in my class,” returned Edward. Mr. W— shook his head, and his countenance assumed a grave aspect.

There was a silence of a few moments, and then the father said, “Let me relate to you a true story, my son. Thirty years ago, two boys about your age were companions. Both got on very well for a time; but, as their studies grew more difficult, both suffered discouragement, and each said often to his father, as you have just said to me, ‘I can’t.’ One of these boys, whose name was Charles, had a brighter mind than the other, and could get through his task easier; but his father was very indulgent to him, and when he complained that his lessons were too hard, and said ‘I can’t do this, and I can’t do that,’ he requested the teacher not to be so hard with him. But it was different with the father of the other boy, named Henry. ‘Don’t give up, my boy! Try again; and if not successful, try again and again. You can do it; I know you can.’ Thus encouraged, the boy persevered, and in every case overcame the difficulties in his way. Soon, although his mind was not naturally so active as the mind of his companion, he was in advance of him. When they left school, which was at about the same time, he was by far the better scholar. Why was this? He did not give up because his task was hard; for he had learned this important lesson—that we can do almost anything, if we try.

“Well, these two boys grew up towards manhood, and it became necessary for them to enter some business. Charles was placed by his father with a surgeon, but he did not stay there long. He found it difficult in the beginning to remem-

ber the names and uses of the various organs of the body, and soon became so much discouraged that his father thought it best to alter his intentions regarding him, and he put him into a merchant's counting-house, instead of continuing him as a student of medicine. Here Charles remained until he became of age. Some few years afterwards he went into business for himself, and got on pretty well for a time; but every young man who enters upon the world dependent upon his own efforts, meets with difficulties that only courage, confidence, and perseverance can overcome. He must never think of giving up. Unfortunately for Charles these virtues did not make a part of his character. When trouble and difficulties came, his mind sunk under a feeling of discouragement; and he 'gave up,' at a time when all that was needed for final success was a spirit of indomitable perseverance that removes all obstacles. He sank, unhappily, to rise no more. In giving up the struggle, he let go his hope in the future; and ere he had reached the prime of life found himself shattered in fortune, and without the energy of character necessary to repair it.

"Henry was sent as a student of medicine to the same surgeon with whom Charles was placed. At first when he looked into the books of anatomy, and heard the names of bones, muscles, nerves, arteries, etc., it seemed to him that he could never learn these names, much less their various uses in the human body. For a short time he gave way to a feeling of discouragement; but then a thought of the many hard tasks he had learned, by application, came over his mind, and with the words 'Don't give up!' upon his tongue, he would apply himself with renewed efforts. Little by little he acquired the knowledge he was seeking. Daily he learned something; and it was not long before he could mark the steps of his progress. This encouraged him greatly. Some new and greater difficulties presented themselves; but, encouraged by past triumphs, he encountered them in a confident spirit, and came off conqueror. Thus Henry went on while Charles gave up quickly. In the end the former graduated with honor, and then entered upon the

practice of the profession he had chosen. There was much to discourage him at first. People do not readily put confidence in a young physician; and he had three or four years before he received practice enough to support himself, even with the closest economy. During this long period, in which the motto, 'Don't give up,' sustained him, he unhappily got into debt for articles necessary for health and comfort. While this greatly troubled him, it did not dishearten him. 'I can and will succeed,' he often said to himself. 'Others have met and overcome greater difficulties than mine; why then should I give up?' A little while longer he persevered, and had the pleasure to find himself free from debt. From that time a prosperous way was before him, though he had often to fall back upon the old motto, 'Don't give up!' Many years have passed, and Henry is now professor of anatomy in — University."

"Why, father, that is you!" exclaimed the listening boy, the interest on his face brightening into pleasure. "Yes, my son," replied Mr. W—; "I have been giving you my history." "But what became of Charles?" inquired Edward. "You know the janitor in our college?" said Mr. W—. "Yes, sir." "He it is who, when a boy, was my schoolmate. But he gave up at every difficulty. See where he is now! He has a good mind, but lacked industry, perseverance, and a will to succeed. You can do almost anything, my boy, if you only try in good earnest. But, if you give up when things are a little hard, you must never expect to rise in the world, to be useful according to your ability, either to yourself or mankind. Now try the hard problem again; I am sure you will get the right answer." "I will try," said Edward, confidently; "and I know it will come out right next time." And so it did. Far happier was he, after this successful effort, than he could have been, if yielding to feeling, he had left his task unaccomplished. And so will all find it. Difficulties are permitted to stand in our way that we may overcome them; and only in overcoming them can we expect success and happiness. The mind, like the body, gains strength and maturity by vigorous exercise. It must

feel, and brave like the oak the rushing storms, as well as bask amid gentle breezes in the warm sunshine.—*British Mother's Journal.*

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#### FEMALE TEACHERS AND THEIR PAY.

WITHIN the last ten years the number of female teachers has greatly increased, and in many districts they have been employed throughout the year. The present war has drawn largely from the ranks of male teachers,—for all teachers are patriots,—and there has, in many cases, been a necessity for employing female teachers in schools which had previously been kept by males during, at least, a portion of the year. This necessity will continue and become still more pressing. But we honestly believe, most of our schools will not suffer by the change, and many of them will be decided gainers. There are always objections to the frequent change of teachers required in districts in which females are employed in summer and males in winter. These objections are removed, or largely obviated, by continuing the services of females during the year. But, more than this, in a large number of our schools, female teachers are to be preferred. If well qualified, naturally and intellectually, as well as by a proper preparatory training, for the work of the school-room, they will prove every way as successful and efficient as males in most of our district schools. In many of the departments of our city schools, female teachers also find regular employment, and we believe their services are generally quite as acceptable as would be those of male teachers in the same departments.

But there is one sad fact in relation to this large and highly important class of teachers. There is, far too prevalent, a disposition to undervalue their services and greatly to under-pay them. It is a fact, by no means creditable, that, in many of our large and wealthy towns and cities, female teachers are made the recipients of most insufficient, not to say niggardly, salaries. They receive so little that half their

thoughts and energies are given to considering how they may get through the year and supply all their necessary wants, so that they may live respectably. Let us take one or two facts as illustrative of our position. In a certain city in New England, quite noted for its wealth and intelligence, there are about fifty female teachers employed at an average salary of less than \$300. Respectable board in that city can not be less than \$200 per year,—thus leaving for the poor teacher less than \$100 for obtaining clothing, books, and numerous other articles of necessity or comfort ;—and in the same city for every day's absence, for sickness, or any other cause, the salary is deducted for the time. We ask if it is right for a community thus to reward these faithful laborers ?

Again, in many cases, the feeling seems to prevail that a woman should be paid less merely because she is a woman. It matters not how well qualified she may be—it matters not how entire her devotion or how great her success,—she is only a woman. She may do the work of a man, and do it quite as well, or better, but her pay must be that of a woman. We recently heard of a case which, if true, is no credit to the city in which it occurred. A certain school had for years been under the charge of male teachers at a salary of \$700 or \$800. A vacancy occurred and the committee thought they would, for experiment's sake, place a lady in charge of the school. They did so, and at a rate of salary about half that which had been paid to a male in the same school. The lady was an accomplished and successful teacher and filled the situation to the entire acceptance of all concerned. After she had fully demonstrated her ability to succeed, she asked for a trifling increase of salary,—which if granted would still leave her compensation hundreds of dollars less than that of her male predecessors. But her request was not granted and she was allowed to leave her situation. We quote this case merely to prove our position that female teachers are neither properly appreciated nor rewarded. If a lady can perform the duties of any situation in all respects as well as a man can, what earthly reason is there why she should not be as

well paid as a man would be in the same situation? We must confess that we see none;—and still less can we see any just reason for the great discrepancy which exists between the wages of male and female teachers in many communities. We would not have any decrease in the pay of male teachers, for they are but poorly paid at best,—but we would plead and we will plead that faithful, well qualified and devoted female teachers are deserving of far higher compensation than they usually receive. Are we not right? We feel that we are, and while we have a voice to speak or a pen to write, we will use them, on every proper occasion, in behalf of our noble band of female teachers.

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For the Common School Journal.

### TO THE DEPARTING YEAR.

#### FAREWELL.

There are wrinkles on your brow,  
You are going from us now,  
Old year.

To your skirts we fair would cling,  
While you yet are lingering,  
With your parting offering,  
Kind year.

You have been to us a friend,  
In the blessings you could lend,  
Good year,  
And we can not let you go,  
Till another you bestow,  
On the toilers here below,  
Blest year.

You have brought us hours of joy;  
Pleasure—with but slight alloy,  
Old year.

You have brought us toil and care;  
For in these we all must share,  
Till we reach the place, in where  
Is no year.

Have we done our work so well  
 You can of no failure tell,  
 Past year?  
 Has there been no shrinking heart,  
 From the lessons of thy "chart?"  
 Answer, ere you must depart,  
 Dying year.

Yes, we know that as we live,  
 There is much you must forgive,  
 Old year.  
 Teach us now to number days,  
 Fit our hearts to wisdom's ways,  
 That we may our Master praise,  
 In a *New year.*

BEULAH B.

NOVEMBER 9th, 1863.

**DULL SCHOLARS.** Much injury is often done to children of sluggish minds by the injudicious course of teachers. Many children are reputed dull, when it is nothing more or less than this,—their mental processes are slow, though correct. Just so is the case in the physical system. A boy may be as strong to lift a weight as large as another who may be able to run faster than he.

There is a wide difference between a dull scholar and a dunce. The former I have just described. The latter can never be made to learn very much from books. The former, with suitable instruction, will often succeed beyond the expectations of friends.

I accuse teachers not willingly. Their patience is often put to the test in such cases, but patience works wonders even with dull children.

Teachers should be very careful not to press too much upon the minds of such children at once. Here is the teacher's greatest fault. Suppose you have a very dull scholar. First secure his confidence by asking him such questions as you are pretty sure he can answer. By this means you secure his confidence. Be not over-scrupulous at first, if an answer

is not in the most elegant form of expression. Teach him how to use his tongue, in other words, how to *talk*. Let the first lesson be very short. Let your own mind be slow for the time being, as well as that of your pupil. Remember the law that memory is strengthened by repetition; consequently, frequent reviewing is necessary. It may all seem very simple to you, but to the child it is everything. If possible, find some active employment for his mind. Many a rogue has been cured in this way. Be sure and call up something that you have previously taught him, but be sure that he is familiar with the subject. He will be pleased to recall it, and feel encouraged when he can answer your questions. There is the same pleasure as that of the old soldier who

"Shoulders his crutch  
To show how fields are won."

Never intimate to him that he is dull,—if you do, you will soon make him act like a dunce, I know it is very pleasant to teach bright, active children, but we have duties as well as pleasures to look after, and he is the truly successful teacher who can interest all classes of children. It is by no means certain that the pert young scholar, who answers so glibly, will in the end of the race come off conqueror. The boy who started slowly at first will in due time accelerate his speed, and outstrip all his early competitors.

Be patient, then, fellow-teachers, with your dull pupils, and they will one day bless you.—*Maine Teacher.*

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**HOURS OF STUDY.** A very remarkable pamphlet has recently made its appearance in England, containing statements of facts that ought to command the attention of the civilized world. The pamphlet is written by E. Chadwick, Esq., C. B., and published pursuant to an address of the House of Lords. The subject of this pamphlet is education, and it is devoted to the discussion of three matters—the organization of schools, the hours of study, and physical training. Our attention has been arrested by Mr. Chad-

wick's statements of facts in connection with the second of these three subjects—the hours of study. Struck by the frightful disproportion between the powers of childish attention and the length of school hours, he has directed questions to many distinguished teachers. Mr. Donaldson, head master of the training college of Glasgow, states that the limits of voluntary and intelligent attention are, with children from five to seven years of age, about fifteen minutes; from seven to ten years of age, about twenty minutes; from ten to twelve years of age, about fifty-five minutes; from twelve to sixteen or eighteen years of age, about eighty minutes; and continues, "I have repeatedly obtained a bright, voluntary attention from each of these classes, for five, or ten, or fifteen minutes more, but observed it was at the expense of the succeeding lesson."

The Rev. J. H. Morrison, rector of the same college, speaking on the same subject, says: "I will undertake to teach one hundred children, in three hours a day, as much as they can by any possibility receive; and I hold it to be an axiom in education, that no lesson has been given till it has been received; as soon, therefore, as the receiving power of the children is exhausted, anything given is useless, nay injurious, inasmuch as you thereby weaken, instead of strengthen the receiving power. This ought to be a first principle in education. I think it is seldom acted on."

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#### ALLITERATION.

[The following from our esteemed friend, Prof. J. D. Butler, of Madison University, we insert not merely as an interesting item, but with the hope that some one may give the desired information. *Res. Ed.*]

No great writer downward from Homer has scorned to avail himself of—

"Apt alliteration's artful aid."

Familiar specimen's are Milton's :

"Will keep from wilderness with ease,

"As wide as we need walk."—

"Defaced, deflowered and now to death devote."

"Well knows to still the wild winds when they roar,

"And hush the waving woods."

In his quaint contemporary, Quarles, we find the following:

"We travel sea and soil; we pry and prowl;

We progress and we prowl from pole to pole."

So whoever has drawn many buckets from the well of English undefiled will remember in Jeremy Taylor, "She shall strike sore strokes," and Shakespeare's, "So sweet a bar should sunder such soft friends"—as well as the following line, which can not be surpassed, since not only all the words but all the syllables alliterate,

"Lo lovely lilacs line Lee's lonely lane."

Every reader of Brown's Mental Philosophy must remember the extracts from the Latin poem of several hundred hexameters, every word in which, from first to last, begins with P. Thus it is entitled: *Pugna porcorum per publum Porcium, Poetam*. During an extensive tour in Europe, I amused myself in many a great library by asking for this poem on pigs and P's; but never found it except in the Ambrosian Library in Milan.

Nowhere perhaps have authors been more partial to same-sounding initials than in the titles of their works. Witness, Rob Roy, Red Rover, Love's Labor Lost, Peregrine Pickle, Leverett's Latin Lexicon, Walker's World of Words, &c.

I am led to these reminiscences by a paragraph in a recent journal headed—"Rich, Racy, Rare," but which seems to be neither. Most of the words in it begin with the letter R, but with no more reason than Reading, Writing and Arithmetic did in the spelling of the pedagogue, who was positive he should obtain a first class certificate from Superintendent Hooker, because he was perfect in the three R's—namely, Reading, Riting and Rithmetic.

I add what strikes me as the finest specimen of alliteration extant in any tongue, and shall be overpaid for my pains if you, omniscient editors—or any of your readers

who know still more—will inform me, and a myriad other ignoramuses, who penned a morceau so unrivalled in its way. It first met my eye many years ago in a Boston journal, and has remained in my memory ever since.

Long, oft, and vainly have I asked, and investigated, who wrote it. Who will unveil to me this second Junius?

THE SIEGE OF BELGRADE.

An Austrian army awfully arrayed,  
Boldly by battery besieged Belgrade ;  
Cossack commanders cannonading come,  
Dealing destruction's devastating doom.  
Every endeavor engineers essay,  
For fame, for fortune fighting,—furious fray !  
Generals 'gainst generals grapple ; Gracious God !  
How honors heaven heroic hardihood !  
Infuriate, indiscriminate in ill,  
Kinsmen kill kinsmen, kinsmen kindred kill.  
Labor low levels loftiest longest lines,  
Men march mid mounds, mid moles, mid murd'rous mines,  
Now noisy noxious numbers notice nought  
Of outward obstacles opposing ought ;  
Poor patriots ; partly purchased, partly pressed,  
Quite quaking, quickly quarter, quarter quest.  
Reason returns, religious right redounds,  
Suwarrow stops such sanguinary sounds.  
Truce to thee, Turkey ; triumph to thy train  
Unjust, unwise, unmerciful Ukraine !  
Vanish vain victory, vanish victory vain.  
Why wish we warfare ? wherefore welcome were  
Xerxes, Ximenes, Xanthus, Xavier ?  
Yield ye youth ye yeomen yield your yell.  
Zeno's Zarpater's, Zoroaster's zeal,  
And all-attracting arms against appeal.

[NORMAL SCHOOL ASSOCIATION.

THE Normal School Association met according to appointment, at the Phenix House, in Concord, N. H., Aug. 27th, 1863.

Meeting was called to order by the Hon. D. N. CAMP, of New Britain, Ct.

Prof. Alpheus Crosby, of Salem, Mass., was called to the chair, and J. N. Bartlett, of New Britain, Ct., appointed Secretary.

*Voted*, That it is expedient that the Association hold its meetings annually, in connection with, either the meeting of the American Institute of Instruction, or the meeting of the National Teachers' Association; and that a convention of the friends of Normal Schools be called, once in three years. Prof. Crosby, the Rev. B. G. Northrop, and Mrs. Walton, of Mass., were appointed a committee to provide for a special meeting, commemorating the twenty-fifth anniversary of the inauguration of Normal Schools in New England; to be held at either Lexington or Framingham, Mass.

*Voted*, To ratify the appointment of officers made at Chicago, and elect the same. The Secretary was instructed to confer with the Secretary of the meeting held at Chicago, and publish the proceedings of the meetings.

J. N. BARTLETT, *Secretary.*

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STATE ASSOCIATION.

WE give some space in our present number to the doings of the annual meeting of this important organization. It is now nearly a score of years since the association was formed. The interest and attendance at first were quite limited, but they have steadily increased and now the annual meetings are sure to call together a very large number of teachers and friends of education from various parts of the state. The late meeting at Rockville was an unusually interesting and profitable one. The citizens of the place nobly performed their part in providing for the accommodation of the Association,—

causing all who attended the meeting to bear away pleasant feelings of the beautiful hill-girt village and of its enterprising and hospitable citizens. Most of the prominent teachers and educators from various parts of the state were present, and a few, who were unable to attend, sent letters expressive of their deep interest in the objects of the occasion. Messrs. Curtis of Hartford, Smith of Norwich Free Academy, Strong of Bridgeport, Jennings of New London, and others, expressed, in letters, their regret in not being able to attend the meeting.

We believe the general feeling was that the occasion was, in all respects an interesting and pleasant one. It was certainly cheering to see so many noble workers in a noble cause, assembled for mutual deliberation and improvement, and we feel that many a teacher will prove more earnest and successful in his winter's work, from having attended the 17th annual meeting of the State Association at Rockville.

It was our intention to publish the names of those in attendance,—more than 300 in number,—but as many of the names are enrolled without giving the first name in full, we can not, with any correctness, classify the list, and designate which are males and which females.

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E. R. KEYES. In a recent number we gave a brief notice of our late, lamented friend and fellow-laborer, Mr. Keyes, who went forth nobly to suffer and die for his country. He went because he felt that duty called him,—and it is truly gratifying to know that there are those who are ready to do something for the stricken family of our departed friend. At the late meeting at Rockville, an excellent letter was received from E. F. Strong, Esq., of Bridgeport, in which he alluded to the death Mr. Keyes,—and in which also he enclosed a generous donation for the bereaved family. Additional sums were subscribed by the teachers present, and we learn that about \$66 were readily obtained.

We knew Mr. Keyes well, and often received from him letters of encouragement. The last letter we received was

written while he was in camp at Norwich, and just before his departure south. We had intended to allude to this letter previously, but it was accidentally mislaid and not found until quite recently.

The letter was written in October, 1862, and from it we give a few extracts:—"To-day has been rainy and I have improved it in reading the Journal (for Oct., 1862) through. I have been greatly interested in all the pieces. "Physical Training" contains thoughts in the right direction. \* \* \* "Going to School made Easy" is somewhat suggestive. "Self Reliance" is written by one (W. H. Wells) who does things well. I wish he would demonstrate to us how "*mental discipline*" is a higher object than the "*acquisition of knowledge*."

"Politeness" and "My Mother" are pleasantly written articles. "The Power of One Good Boy" is truthful; not over-wrought, and to the point."

We have given the above extract to show that Mr. Keyes was interested in reading the Journal, and that he read it with a discriminating mind, always finding something in its pages to improve or cheer him.

"I should like," he continues, "to meet the teachers again at their annual gathering, for my interest in their work is unabated. \* \* \* I have not been easy since Washington was threatened, until I came into camp, though I find it hard to leave my family. Tell the teachers to act with life and energy,—but also to exercise liberal feelings towards each other. Let them bend their energies to promote the formation of correct habits in the young. Our country now feels the want of this and for the future will need it."

May these words from our departed friend be heeded by teachers, and may they be stimulated by them to do what they can to lead the youth under their charge to "abhor that which is evil," and to practice all that is "lovely and of good report." Laborers in a noble work, teach your pupils how to live.

**LOCAL AND PERSONAL.**

**CROMWELL.** We are happy to learn that a High School is to be established in this town. It was so voted at a recent town meeting. This is a step in the right direction.

**GUILFORD.** The citizens in this beautiful town manifested much interest in a Teachers' Institute recently held there, and we hope it will continue and increase until the school-houses and schools of Guilford shall be among the best of the State. The good of the rising generation demands it, and the prosperity of the town would be promoted by it. The "Guilford Institute" is now in successful operation, under the charge of Mr. Joseph Daniels, and so far as we could learn, it is well deserving of patronage. To Mr. Daniels, and also to Henry Fowler, Esq., and Mr. R. H. Stone, the members of the Institute were under special obligations for favors received.

**SALEM.** The Institute at this place was a very pleasant one. The evening meetings were well attended, and on the last evening the church was crowded. Henry Fox, Esq., and Rev. Mr. Miner, School Visitors, and Mr. Loomis, most cheerfully and efficiently co-operated in providing for the accommodation of those in attendance, and we trust the occasion will prove one of profit to the schools in the vicinity.

**NORWICH.** A brief Institute was held in this city, and the exercises were well attended. Mrs. Case, formerly of the Oswego Training School, now of the Training School at Trenton, New Jersey, was present, and gave some lessons in "Object Teaching," which were very interesting and well received. To J. W. Allen, Esq., of the Broadway School, and Prof. Smith, of the Free Academy, the members of the Institute were under special obligations for the use of their rooms, and for other favors.

**JEWETT CITY.** We were much pleased with a brief call at the graded school in this place. The three apartments are now under the charge of female teachers, and they all appeared in good condition. Miss Mary M. Brown is Principal of the upper apartment, Miss Harriet Brown of the Intermediate, and Miss Allen of the Primary. Miss Maria Brown is teaching a good School in Lisbon—less than half a mile from Jewett City. There is, however, a great contrast in the school-houses of the two places. In the Rev. Mr. Shipman,—to whom we are under obligations for kind attentions,—the schools of Jewett City have an earnest friend.

**HANOVER.** In the part of Lisbon known as Hanover, the people have provided themselves with excellent school-house accommodations, having purchased the Methodist church and fitted it up in good style,—with ample room for nearly 100 pupils. The building was dedicated by appropriate services on the afternoon of the 17th November, on which occasion the building was well filled by parents and pupils. Mr. Thomas K. Peck, has been employed in this school, and under his care the people will be sure of having a good school. We hope they will have abundant reason to feel satisfied with the expenditures made in providing the district with so good a school room.

**NEW HAVEN.** Mr. J. G. Lewis has been transferred from the Dixwell School to the Mastership of the Webster, and Mr. S. S. Johnson, late of Golden Hill School, Bridgeport, succeeds Mr. Lewis in the Dixwell. These gentlemen have both had successful experience in the school room, and will, we are confident, well sustain themselves in their new positions.

**ROCKVILLE.** In a previous number we reported that Mr. Turner was to remove to South Glastenbury. Subsequently the subject was reconsidered and Mr. Turner was induced to continue his labors at R. with whose Union School he has been so long and so favorably identified.

**WATERBURY.** Our thanks are due A. Norton Lewis, Esq., Superintendent of the Schools of Waterbury, for a copy of his last annual report. Mr. Lewis is opposed to the present plan which makes the Superintendent Principal of High School, and thinks a Superintendent should devote his entire attention to visiting the schools of the city. He is undoubtedly right in this. There are in this city one High, two Grammar, five Intermediate, seven Primary and six mixed schools,—twenty-one in all,—and it will readily be seen that a faithful Superintendent would find work enough to do without devoting any part of his time to the direct work of teaching.

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**THAT.** We find the following grammatical play on the word "that," in an exchange. It may interest some of our readers:

Now "that" is a word which may often be joined,  
For "that that" may be doubled is clear to the mind;  
And "that that that" is right is as plain to the view,  
As "that that that that" we use, is rightly used too—  
And "that that that that" line has in it is right,  
In accordance with grammar, is plain to our sight.

## THE JOURNAL FOR 1864.

THE present Resident Editor has decided, at the request of the Committee of the State Association, to take charge of the Journal another year. He has done this with some degree of reluctance, and with a feeling that some other person might better fill the position. But circumstances beyond his control seem to render it desirable that he should consent to serve for another year.

We wish to make the Journal better in many respects, than it ever has been, and to do so we need, and we solicit, the co-operation of teachers and friends of Education. We not only ask their subscriptions, but also for communications. We wish for articles of a practical bearing,—such as will be suggestive to teachers, and tend to aid them in their arduous work.

Arrangements have been made for securing more aid from contributors, than we have heretofore received, and no effort will be spared to make the monthly visits of the Journal both pleasant and profitable. We hope to be able to present, in each number, something that will throw light or encouragement around the teacher's path,—something to awaken new zeal in the cause of education. And that we may do this more effectually, we shall need the support and aid of those who have had a large and successful experience in the work of the school room.

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**SPECIAL TO SUBSCRIBERS.** *We most earnestly request our present subscribers to continue their subscriptions another year, remitting the amount at any time within six months. If, however, any feel that they can not so favor us, they will greatly oblige us by making it known previous to December 15th. Unless otherwise directed, before that date, we shall consider that those now on our list of subscribers, will desire to have the Journal continued, and act accordingly.*

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## TERMS FOR 1864.

Common School Journal,	- - - - -	\$1.00
Journal and Atlantic Monthly, or Harper's Magazine,	- - - - -	3.50
Journal and Peterson's Ladies Magazine,	- - - - -	2.50
Our Journal and either of the other School Journals,	- - - - -	1.75

Where our Journal is taken with either of the above, the pay must be in advance—unless by special arrangements otherwise.

## BOOK NOTICES.

**SHERWOOD'S SPELLER AND PRONOUNCER; SHERWOOD'S PRACTICAL SPELLER AND DEFINER; SHERWOOD'S WRITING SPELLER.** These three books, prepared by George Sherwood, formerly of this State, are well worthy the attention of teachers. They are particularly valuable as being practical and as tending to awaken an interest in the subject of Spelling. The "Speller and Pronouncer" contains seventy Lessons, composed of words in common use and of difficult Orthography—with the pronunciation carefully indicated. The "Practical Speller and Definer" contains about 4,000 words, arranged in classes, thirty-seven divisions in all,—with a very full list of military terms defined. The "Writing Speller" is a blank book properly ruled, and the lines numbered, for writing the spelling lessons. Each book has space for 1,200 words,—and the cover contains valuable directions. These books are cheap and if properly used will do much towards securing improvement in spelling. The publishers will send either of them, postage paid, to any address on receiving 12 cts., or send the three for 30 cts. We know these books have proved satisfactory wherever used, and we commend them to the attention of teachers. **BARNES & BURR,** 51 John St., New York, are the publishers.

**HAND BOOKS FOR HOME IMPROVEMENT: "HOW TO WRITE;" "HOW TO TALK;" "HOW TO BEHAVE;" "HOW TO DO BUSINESS."** These works are bound separately and the four in one. We can only say that either of them contains a vast amount of information—and that either of them is worth more than the actual cost of the four in one volume. **Fowler & Wells, New York,** are the publishers.

**THE ILLUSTRATED FAMILY GYMNASIUM:** containing the most improved methods of applying gymnastic, calisthenic and vocal exercises to the development of the bodily organs, &c., &c. By R. T. Trall, M. D. New York: **Fowler & Wells.** This work is illustrated by hundreds of cuts, indicating a great variety of positions and movements, and teachers and parents will derive from the volume many valuable hints which, rightly improved, will tend to promote the happiness and health of schools and families.

Fowler & Wells also publish "The Right Word in the Right Place;" "Combe on the Constitution of Man;" and many other valuable works. (See their advertisement in Nov. No.)

**HILLARD'S READERS.** We would refer our readers to the advertisement of these reading books. The series has recently been revised and improved, and the Sixth Reader is a book of more than ordinary merit. The elocutionary instruction, constituting the introductory part of the book, was prepared by Prof. Bailey, of Yale College, and adds greatly to the value of the work. The books are well printed and substantially bound, and in all respects they are entitled to rank among the best reading books now before the public.

**BEAUTIFUL SONGS FOR ZION'S CHILDREN,** is the title of a book of songs designed for Sabbath Schools, social and religious meetings, schools and families. It contains nearly two hundred well selected hymns and chants, and we

believe it will prove a favorite book. It is published in good style by A. F. ABBOTT, Waterbury, to whose advertisement we refer our readers.

**OUR ADVERTISERS.** We would call special attention to our advertising pages. Messrs. Lippincott & Co. announce the speedy publication of a new Geography, prepared by Messrs. Shaw & Allen. Lippincott's Gazetteer should be in every school-room and in every family. It contains a vast amount of valuable information to be found in no other book.

C. H. Wheeler & Co. advertise valuable slated goods for school use. Barnes & Burd and Ivison & Phinney, publish extensive lists of standard school books; R. S. Davis & Co. publish Greenleaf's Mathematics—favorably known and extensively used throughout the country. Crosby & Nichols publish a system of Penmanship and a series of Writing Books worthy of universal use. O. D. Case & Co. publish Camp's Geographies, rapidly gaining favor, and the best series of Outline Maps now before the public.

J. L. Ross is still unsurpassed for the manufacture of School Furniture. Ellsworth, Brewer & Tileston, and Harpers, each publish valuable series of reading books, etc., etc.

Wm. Wood publishes Brown's Grammars, a good series. The Grammar of Grammars should be in every library.

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